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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

CONTENTS.—Introductory notes—Publications of associations—Educational history and biography—Current educational conditions—Pedagogics and didactics—Educational psychology, Child study—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School hygiene and sanitation—Sex hygiene—Play and play-grounds—Social aspects of education—Religious education—Manual and vocational training—Vocational guidance—School gardens—Home economics—Commercial education—Medical education—Nurse training—Civic education—Boy scouts—Education of women—Africans and Orientals—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bulletin of the Bureau of Education.

INTRODUCTORY NOTES.

The following is a representative selection of books and articles listed in the present bulletin, the numbers in parentheses referring to the numbers of the full entries: Judd, Standards in American education (1324); Martin, Education modernly speaking (1332); Tierney, Teacher and teaching (1336); Canby, Teaching English (1345); Haynes, Economics in the secondary school (1352); Alabama educational survey (1366); Lewis, Democracy's high school (1375); Pritchett, Critics of the college (1395); Bobbitt, The school survey (1404); Gray, Vocational education (1439).

Beginning with the September issues, the "Manual training magazine" and "Vocational education" are combined into a single periodical entitled "Manual training and vocational education," and the "Elementary school teacher" changes its name to "Elementary school journal."

The addresses of periodicals represented in this number may be found by reference to the list at the end of this record for September, 1914.

Only publications of the Bureau of Education are available for free distribution by this office. All others here listed may ordinarily be obtained from their respective publishers, either directly or through a dealer, or in the case of an association publication, from the secretary of the issuing organization.

Books, pamphlets, etc., intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PUBLICATIONS OF ASSOCIATIONS.

1302. **Associated academic principals and Council of elementary school principals and teachers.** Proceedings of the twenty-ninth annual meeting . . . Syracuse, 1913. 143p. 8°. (Edward P. Smith, secretary, North Tonawanda, N. Y.)

Contains: 1. G. P. Bristol: The high school as an aid to better citizenship, p. 10-15. 2. G. P. Bristol: The high school and improved community health, p. 15-21. 3. T. E. Finegan: The policy of the State in determining the qualifications of her teachers, p. 22-37. 4. H. H. Horner: Draper, the man, p. 37-49. 5. C. W. Bardeen: Judge Draper in national education, p. 49-55. 6. T. E. Finegan: Medical inspection, p. 85-88. 7. F. G. Bonser: Vocational guidance and the public schools, p. 88-99. 8. D. J. Kelly: Formal discipline, p. 99-102. 9. L. J. Knell: Report of vocational guidance committee, p. 102-8. 10. H. W. Jordan: Teaching sex hygiene, p. 109-14. 11. L. W. Raper: School health responsibilities, p. 114-28. 12. W. H. Maxwell: A certain arrogance in educational theorists, p. 128-45.

1303. **Brooklyn teachers association.** Presidents' report for the years 1912-1913 and 1913-1914. 53 p. 4°. (Daisy M. Marks, secretary, Brooklyn, N. Y.)

Contains: Report of the sub-committee on promotion and ratings of teachers, p. 27-37.

1304. **International congress on the welfare of the child,** 3d, Washington, D. C., April 22-27, 1914. [Proceedings of the] third International congress on the welfare of the child under the auspices of National congress of mothers and parent-teacher associations, April 22-27, 1914, Washington, D. C. 186 p. 8°. (Mrs. Arthur A. Birney, secretary, Washington, D. C.)

Contains: 1. P. P. Claxton: Greeting, p. 3-7. 2. Laura P. Young: Obligation of the high school parent-teacher association to social life of the school, p. 67-69. 3. Mrs. Fred Dick: Helps for home-making in high schools, p. 73-75. 4. E. A. Kirkpatrick: Training children in financial responsibility, p. 76-80. 5. J. E. West: Training for good citizenship, p. 80-86. 6. M. V. O'Shea: New times and new problems in education, p. 91-92. 7. Winifred S. Stoner: Natural education in home and school, p. 92-96. 8. E. J. Ward: Community co-operation in the education and training of the young, p. 96-100. 9. Alice N. Parker: Training children in honesty, p. 101-11. 10. B. T. Galloway: Bearing of the Department of agriculture on the home and child-welfare, p. 124-32. 11. Tallaferro Clark: The importance to the State of the health of persons of school age, p. 132-41. 12. Work of the Department of the Interior, p. 142-44.

1305. **Lake Placid conference on international arbitration.** Report of the twentieth annual conference . . . May 27-29, 1914. Mohonk Lake, N. Y., Lake Mohonk conference on international arbitration, 1914. 235 p. 8°. (H. C. Phillips, secretary, Mohonk Lake, N. Y.)

Contains: 1. L. B. Wilson: The peace movement as a phase of religious education, p. 190-95. 2. J. R. Mott: The Christian student movement and international peace, p. 195-99.

1306. **Minnesota educational association.** Journal of proceedings and addresses of the fifty-first annual meeting, held at Minneapolis, Minn., October 22-25, 1913. Minneapolis, The Association, 1914. 283 p. 8°. (E. D. Pennell, secretary, Minneapolis, Minn.)

Contains: 1. R. E. Sparks: The great crucible, p. 28-35. 2. L. F. Post: Industrial education, p. 36-41. 3. F. M. McMurry: Relation of the kindergarten to elementary education, p. 44-54. 4. G. F. Betts: A teacher is known by the philosophy he keeps, p. 55-60. 5. E. C. Elliott: Conscience and confidence, p. 61-65. 6. H. W. Foght: The teacher in relation to the country life movement, p. 66-75. 7. L. D. Harvey: The duty of the community to the children who leave school too early an age, p. 76-81. 8. H. S. Bigelow: Old institutions and new ideas, p. 82-92. 9. Lightner Witmer: The exceptional child: a new phase of an old problem, p. 93-100. 10. Samuel Quigley: The community as a laboratory, p. 105-9. 11. L. F. Post: The relation of the community to the teacher, p. 132-40. 12. Lightner Witmer: The socialization of the school, p. 165-70. 13. H. R. Edwards: The child vs. the system, p. 186-90. 14. R. R. Price: University extension and the schools, p. 191-94. 15. A. O. Forsberg: The school as an investment for the community, p. 195-97. 16. Lightner Witmer: Problems in retardation and efficiency, p. 213-20. 17. E. C. Elliott: Sufficiency and efficiency of school control, p. 221-37. 18. V. A. Cooper: Best books on manual training, p. 232-38. 19. L. D. Harvey: The manual training teacher, p. 242-45. 20. A. F. Woods: Co-operation of state and nation in industrial education, p. 247-51. 21. H. W. Foght: The redirected course of study in country schools, p. 270-76.

1307. **Mississippi teachers association.** Proceedings of twenty-ninth annual meeting . . . Jackson, Mississippi, April 30, May 1 and 2, 1914. 106 p. 8°. (H. L. McCleskey, secretary, Hazlehurst, Miss.)

Contains: 1. F. B. Woodley: [The mission of our schools and the work of the teachers] p. 18-28. 2. Annie Bulloch: Relation of kindergarten and community, p. 43-48. 3. C. C. Randall: What the agricultural high schools can do in extension work, p. 45-47. 4. How we give each pupil the required amount of practical work on a small farm, p. 47-50. 5. M. D. Broadfoot: What the manual training course of the agricultural high school should embrace, p. 50-54. 6. G. F. Boyd: Elementary schools, p. 54-58. 7. Maude McKinstry: Play a primary factor in education, p. 65-72. 8. A. L. Bondurant: The secondary school in Germany, p. 84-89.

1308. **Missouri society of teachers of English and modern languages.** [Proceedings of the St. Louis meeting, November 6-8, 1913] [78], p. 8°. (J. Warshaw, secretary-treasurer, Columbia, Mo.)

Contains: 1. Hermann Almstedt: The merits of the direct method. 2. J. Warshaw: On the encouragement of Romance languages in the schools of Missouri. 3. P. R. Blanchet: Means of encouraging the study of Romance languages and literature in the schools of Missouri. 4. R. L. Ramsay: The advisability of adopting simplified spelling in Missouri's schools.

1309. **National education association.** [Synopsis of addresses at the St. Paul meeting] II. Journal of education, 80: 117-25, 129-32, August 20, 1914.

Contains: 1. J. Y. Joyner: The adaptation of the work of the school to the needs of the people, p. 117-18. 2. Margaret E. Schallenberger: Co-operative forces for improvement of rural school conditions, p. 118-20. 3. J. W. Carr: Teacher's salaries—a practical program, p. 121. 4. Josephine C. Preston: Harmonizing vocational and cultural education, p. 121-23. 5. E. J. Glade: Education in America, p. 123. 6. A. C. Thompson: Notable shortcomings of state normal schools, p. 123. 7. C. H. Johnston: The adjustment of the high school curriculum to modern needs, p. 124. 8. Luella A. Palmer: Problems versus subject-matter as a basis for kindergarten curricula, p. 124. 9. M. C. Potter: Conservation of energy, p. 125. 10. A. H. Morrison: Applied science—its relationship to shop work and the rest of the curriculum in an up-to-date technical high school, p. 125. 11. A. H. Chamberlain: Co-operating forces for the improvement of rural-school conditions, p. 129. 12. J. W. Brister: Normal schools and rural life, p. 129. 13. R. E. Blount: Sex hygiene, p. 129-30. 14. C. H. Keene: Shall sex hygiene be taught in the public schools? p. 130. 15. Mary E. Samson: The physical director, p. 130. 16. E. L. Miller: The separation of literature and composition, p. 131. 17. L. W. Rapeer: Industrial hygiene, p. 131. 18. Maggie W. Barry: School health, p. 131-32. 19. G. A. Brennan: School gardens in cities, p. 132.

1310. **New England association of chemistry teachers.** Fiftieth meeting, April 25, 1914. 37 p. 8°.

The general subject of the meeting was "The past, present, and future of the New England association of chemistry teachers."

1311. **Ohio state teachers' association.** Proceedings of the sixty-seventh annual session, June 30 to July 2, 1914. Ohio educational monthly, 63: 346-469, August 1914.

Contains: 1. J. K. Baxter: The place of the Ohio state teachers' association in the educational system of the State, p. 352-55. 2. Darrell Joyce: Trained teachers in Ohio—by the normal schools, p. 355-60. 3. Wilson Hawkins: The cadet system of training teachers, p. 360-64. 4. B. F. Stanton: Teachers' Institute, p. 367-70. 5. O. H. Benson: Club achievements in many states, p. 371-86. 6. K. W. Gehrkens: The place of music in the public school curriculum, p. 388-94. 7. F. W. Miller: The new school policy of Ohio, p. 394-99. 8. W. D. Thompson: Organization of education in Ohio, p. 400-404. 9. F. G. Blair: The melting pot, p. 404-409. 10. J. A. Jackson: The industrial curriculum in small city schools, p. 416-21. 11. R. G. Kinkaid: Public schools and public health, p. 421-23. 12. Hannah R. Gordon: The principal and the neighborhood, p. 424-28. 13. F. P. Geiger: Public school music from the superintendent's standpoint, p. 429-35.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1312. **Boas, Frederick S.** University drama in the Tudor age. Oxford, Clarendon press, 1914. 414 p. 8°.

1313. **Dr. J. M. Greenwood.** His death, sketch of his life, and his connection with the Kansas City schools. Missouri school journal, 31: 401-3, September 1914.

1314. Dr. Martin Graye Brumbaugh. The city superintendent of Philadelphia who is candidate for governor of Pennsylvania—his life as teacher and supervisor. *School* (New York) 26:9, September 10, 1914.
1315. Greenwood, James M. A history of the inner life of the National council of education. *Missouri school journal*, 31: 344-51, August 1914.
The author has restricted his paper to two phases of the Council's work: 1st, a short sketch of its history, and 2d, spirit, or inner life.
1316. Molino, Luisa. Il pensiero pedagogico di Raffaello Lambruschini. *Rivista pedagogica*, 7: 690-719, July-August-September 1914.
1317. Paterson, Alice. The Edgeworths. A study of later eighteenth century education. London, University tutorial press, ltd., 1914. 120 p. 16°.
Bibliography: p. 115-17.
1318. ——— Old-fashioned academies for young ladies and gentlemen. *Journal of education* (London) 46: 655-58, September 1914.
Traces, by means of two stories of boarding school life, the small boarding school for boys and girls as it existed throughout the eighteenth century and well into the nineteenth century. The two stories on which the article is based are "The Governess," by Sarah Fielding, and the "Academy," published in 1808.
1319. Seelby, Leif. History of education. Third rev. ed. New York [etc.] American book company [1914] 376 p. 12°.

CURRENT EDUCATIONAL CONDITIONS.

1320. Cooper, Clayton Sedgwick. World wide education. I. The educational melting pot. *Educational foundations*, 26: 6-16, September 1914.
Discusses German university tendencies, the serious French student, western learning in the Orient, and the craze to learn English.
1321. Cooper, Edward N. Heckling the schools. *Associate teacher*, 16: 10-11, September 1914.
The author grants that there is ample justification for adverse criticism of the schools, and that such criticism, when accompanied by constructive suggestions for improvement, is essential to progress, but deplors the tendency to jump from one extreme to another as exemplified in the present day discussion of the school problem.
1322. Dayton, Roy. Our futile public schools. *Pearson's magazine*, 32: 414-23, October 1914.
A rather severe arraignment of our public school system, written in popular style. Advocates increased and more effective vocational education.
1323. House, Kate C. Truth and tradition in relation to schools. *Contemporary review*, 106: 248-53, August 1914.
Educational conditions in England described. Criticises the public secondary schools and their ideals. Worship of tradition fatal to intellectual development and progress. Recommends more art, music and poetry, and handicrafts in the curriculum of boys' schools.
1324. Judd, Charles H. Standards in American education. *School review*, 22: 433-43, September 1914.
Answers criticisms made against our secondary schools by English and German visitors. Our schools are in line with our growth in social and democratic ideals. Author thinks it would be a grave mistake rigidly to imitate foreign models, especially those of Germany, where the student is made to recognize the fact that he is securing through a particular type of school his place in the social order. "If he goes to a common school or *volkschule* he knows he is part of the common people whose duty it is to carry patiently the heavy, coarse burdens of life and to build the empire from below." The American school expresses the spirit of American social life.
1325. Macdonald, Alice B. Some reflections of a Philistine. *Educational review*, 48: 123-40, September 1914.
A criticism of present educational standards, emphasis being laid on the training of girls. Writer, in conclusion, says that "the evils of the present system are more vicious in their effects on boys than on girls, and that it is not one weakness alone that should be emphasized, but the whole inadequate system of 'vocational' and 'enriched' courses as applied to our high school system."

1326. **Mainwaring, C. L.** Tendencies in modern education. Parents' review (London) 25: 561-71, 641-48, August, September 1914.
Lecture delivered at a meeting of the Parents' national educational union, of England. Points out the two prominent tendencies influencing education: "(1) The attempt at direct vocational training in the schools; (2) a greater freedom and less rigor in dealing with the young, both at home and in school." Criticises mere vocational education as productive of narrow and specialized skill in one small branch of life.
1327. **Milburn, James B.** Public education in England. Catholic educational review, 8: 104-17, September 1914.
Discusses public education in England since 1906, showing "what a struggle Catholics in England have had to maintain in order to safeguard their schools against the attacks of the party politicians."
1328. **Parker, Gilbert.** The man, the system, and the machine. Munsey's magazine, 52: 715-24, September 1914.
A critical study of the modern educational system as exemplified in England and the United States. Thinks the rigidity of educational system crushes out freedom and originality; more attention should be given to individual tastes of children.

PEDAGOGICS AND DIDACTICS.

1329. Classroom methods and devices. Elementary school journal, 15: 22-40, September 1914.
Data regarding concrete classroom exercises, collected from schools throughout the United States. Letters from teachers.
1330. **Crabtree, J. W.** Harmonizing the vocational and cultural. Nebraska teacher, 17: 56-57, September 1914.
1331. **Darst, E. L.** Academic and professional training. Virginia journal of education, 8: 20-25, September 1914.
Address delivered at the meeting of the Virginia state educational association held in Lynchburg, November 1913.
1332. **Martin, George H.** Education modernly speaking. Journal of education, 80: 143-48, August 27, 1914.
"We regard [this article] as the best statement of the evolution of 'Education modernly speaking,' that has anywhere been published. It is historically correct as to fact, profound as to philosophy, and brilliant in its presentations."—Editor.
1333. **O'Shea, M. V.** Determining educational values. Popular science monthly, 85: 284-91, September 1914.
Contents that the school is thoroughly plastic, and it will "from decade to decade revise its curriculum and its methods in respect to the details of its procedure." Answers some of the criticisms made against modern education.
1334. **Perry, John.** Education and modern needs. School world, 18: 328-33, September 1914.
From the presidential address delivered to the Educational science section of the British association at Sydney, August 21, 1914.
1335. **Sanders, Frederic W.** The organization of education. Education, 35: 26-36, September 1914.
Continued from May number. Discusses the elementary and intermediate departments. Presents a daily program for elementary department.
1336. **Tierney, Richard H.** Teacher and teaching. New York [etc.] Longmans, Green, and co., 1914. viii, 178 p. 12°.
A series of essays, originally published in the periodical America, by Richard H. Tierney, S. J.
1337. **Warner, A. B.** The method of the recitation. Missouri school journal, 31: 338-41, August 1914.

EDUCATIONAL PSYCHOLOGY, CHILD STUDY.

1338. Chancellor, William E. Measuring the individual pupil. *School journal*, 81: 216-17, May 1914.
1339. Danville, Benjamin. Psychology and the teacher. *School world*, 16: 290-94, August 1914.
Says that "the teacher's first duty with respect to psychology is not to add to it by researches of his own, but to make himself acquainted with the results already obtained."
1340. Fremantle, F. E. A comparative study of town and country with regard to defects in school children. *Child* (London) 4: 1015-18, September 1914.
Summarizes a section of the 1913 report on the school health of Hertfordshire, in which the first quinquennial results of medical inspection in certain districts are given, selected and arranged so as to give a comparison, as nearly accurate as possible, between the physical defects of children in town and country.
1341. Shand, Alexander F. The foundations of character. Being a study of the tendencies of the emotions and sentiments. London, Macmillan and co. ltd., 1914. 532 p. 8°.
1342. Williams, M. H., Bell, Julia and Pearson, Karl. A statistical study of oral temperatures in school children with special reference to parental, environmental and class differences. London, Dulau and co., ltd., 1914. 124 p. 4°.
(London. University. University college. Department of applied statistics. Drapers' company research memoirs. Studies in national deterioration. IX)

SPECIAL METHODS OF INSTRUCTION.

1343. Chapin, Henry Sterling. The model store-keeping method of instruction for elementary schools. *Educational foundations*, 26: 22-24, September 1914.
"The 'model-store-keeping method' has received the enthusiastic endorsement of superintendents, principals, and teachers. Its chief purpose is for the teaching of arithmetic concretely, but it has been put to a variety of uses . . ."—Editor.
1344. Gathany, J. Madison. Using magazines in history classes. *Outlook*, 107: 1053-56, August 29, 1914.
Details experience in Hope street high school, Providence, R. I. Writer is thoroughly convinced that "no other recent movement has such possibilities for effective and intelligent citizenship." Outlines methods of using magazines.

SPECIAL SUBJECTS OF CURRICULUM.

1345. Canby, Henry Seidel. Teaching English. *Yale review*, 4: 117-29, October 1914.
1346. Earle, Samuel C. English courses in the small college. *English journal*, 3: 422-26, September 1914.
Gives tables suggesting a grouping of subjects and an order of presenting them for each term for a cycle of three years.
1347. Fontaine, Mary B. Articulation of English teaching in the elementary and high schools. *English journal*, 3: 416-21, September 1914.
Outlines a plan worked out to meet the needs of the schools of Charleston, West Virginia.
1348. Götz, G. Zur umgestaltung und beschränkung des musikunterrichts in den seminarien. *Pädagogische blätter*, 43: 336-46, heft 7, 1914.
Protests against the proposed reduction of the time-allotment for music in the program of studies of teachers' seminaries. The writer declares training in the playing of the piano is essential, while ability to play the violin is of great value. The classes should not be too large. Instruction in solo singing should be given. A well-organized program can be carried out without claiming too much of the student's time.
1349. Hartshorn, Helena E. The college entrance examination in English. *Education*, 35: 43-49, September 1914.
Critiques the entrance examination in English. Writer would abolish the examination, and give "the high school more voice; teach for the needs of the majority; establish a flexible, national syllabus as a guide, etc."

1350. **Harvey, L. D.** Teaching design in public schools. Wisconsin journal of education, 46: 193-98, September 1914.
1351. **Harvey, P. Caspar.** Journalism in high schools. School and home education, 34: 20-23, September 1914.
Read before the annual High school conference, University of Kansas, March 20, 1914.
1352. **Haynes, John.** Economics in the secondary school. Boston, New York [etc.] Houghton Mifflin company [1914] iii, 93 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)
"It is obvious that before economics can be transmuted into a high-school subject, we must have better-trained teachers, specially devised texts, and a method of approach which will make the high-school student feel that he is studying realities. How these and other less important pedagogical ends are to be attained more fully is told in the volume here presented."—Editor in introd.
1353. **Hervey, William A.** How to test a practical command of French and German. Educational review, 48: 141-50, September 1914.
Advocates an elementary and an intermediate oral test for admission to college. By oral practice is meant "training in the ability to read French or German intelligently, with correct pronunciation and sentence accent, and to understand and reproduce the spoken language."
1354. **Lorenz, Paul.** Angewandte philosophie im deutschen unterricht der prima. Pädagogisches archiv, 56: 329-45, June 1914.
An interesting sketch of the writer's method of conveying to the students of the two upper classes of a German gymnasium the living principles of philosophy. The pupil's familiarity with Socrates and Plato and with Schiller and Goethe is made the basis of direct discussion of the issues of thought and life.
1355. **McComb, E. H. Kemper.** Social motives for composition. English journal, 3: 408-15, September 1914.
A paper read before the National council of teachers of English at Richmond, Virginia, February 28, 1914.
The writer tells in some detail of experiences with composition projects, motivated with a distinct social aim.
1356. **Opdycke, John B.** The teaching of vocational English. Journal of education, 80: 181, 185, 206-207, 236-37, September 3, 10, 17, 1914.
1357. **Osgood, Edith W.** The development of historical study in the secondary schools of the United States. School review, 22: 444-54, September 1914.
A study of historical instruction from "its crude beginnings in colonial times to the present scientific treatment of it." Gives an interesting review of some of the old textbooks.
1358. **Painter, George S.** The psychology of language instruction. American education, 18: 12-20, September 1914.
The suggestions which Dr. Painter makes in this article apply more particularly to the group of living languages.
1359. **Peers, E. Allison.** The place of conversation in modern language teaching. School world, 16: 325-27, September 1914.
"For the sake of simplicity, French is taken throughout as the foreign language studied; but most of what is written would apply equally well to German."
1360. **Russell, William F.** The early teaching of history in secondary schools. History teacher's magazine, 5: 20-24, September 1914.
"This paper begins a series of studies upon the early teaching of history in the United States . . . These articles will be of wide interest to history teachers throughout the country; they constitute the first serious attempt to study the aims and conditions of early history teaching in secondary schools."—Editor.
1361. **Small, Willard S.** Credit on the high school course for instruction in applied music under private teachers. School journal, 81: 214-15, May 1914.
Gives the rules and regulations used in the Eastern high school, Washington, D. C., in crediting music in the high school course.

1362. **Whitbeck, R. H.** Geography in city high schools. *Journal of geography*, 13: 1-8, September 1914.

Read before the Science section of the National education association at St. Paul, July 7, 1914.

The subject is discussed under the following headings: geography an integral part of a high school course; four aims of high school geography; in what year shall geography be taught; the course in high school geography; detail of the course; topics in physical geography that deserve emphasis; consideration of method of teaching.

KINDERGARTEN AND PRIMARY SCHOOL.

1363. **Grice, Mary V.** The training of the kindergartner for social co-operation: in relation to the home. *Kindergarten review*, 25: 9-12, September 1914.
1364. **Vandewalker, Nina C.** Report of the Bureau of education committee of the International kindergarten union. *Kindergarten review*, 25: 19-25, September 1914.
1365. **White, Eva Whiting.** The kindergartner's responsibility toward social problems. *Kindergarten review*, 25: 1-8, September 1914.
Address given at the International kindergarten union convention.

RURAL EDUCATION.

1366. **Alabama. Department of education.** An educational survey of three counties in Alabama. Montgomery, Ala., Department of education, 1914. 179 p. illus. 8°. (*Its Bulletin* no. 43)
Prepared by direction of W. F. Feagin, superintendent of education.
For this study, Morgan, Macon, and Covington counties were chosen, as being in the most divergent sections of the state and typifying conditions both fairly and generally.
1367. **Eliot, Charles W.** Dr. Eliot suggests changes in country school course. *School news and practical educator*, 28: 3-4, September 1914.
Extracts from a letter in the "Banker-Farmer," August 1914, published at Champaign, Illinois.
Dr. Eliot thinks that "the greater part of the direct instruction should relate to natural history, agriculture, and farm life; and the books used for teaching reading and spelling should be on these subjects."
1368. **Finegan, Thomas E.** How our rural schools may be improved. *In New York state agricultural society. Proceedings*, 1914. Albany, J. B. Lyon, company, printers, 1914. p. 1638-52. (Department of agriculture bulletin 60)
Discusses rural school conditions in New York state.
1369. **Monahan, A. C.** The tendencies and problems in rural education. *Rural manhood*, 5: 283-87, September 1914.
1370. **North Carolina. University. Summer school for teachers.** Papers presented at the first annual rural life conference and the second annual high school conference, held at Chapel Hill, June 22-27, 1914. *North Carolina high school bulletin*, 5: 93-128, July 1914.
Contains: 1. L. H. Bailey: Some aspects of the country-life movement, p. 96-100. 2. L. H. Bailey: The relation of education to the country life movement, p. 106-12. 3. E. A. Coltrane: Report of Committee on vocational training, p. 113-19. 4. H. Q. Alexander: The rural problem in North Carolina, p. 120-22.
1371. **Seerley, Homer H.** Rural demonstration schools and study center work for rural teachers. *Midland schools*, 29: 14-15, September 1914.
Address at the St. Paul meeting of the National education association, July 8, 1914.
Activities of the Iowa state teachers' college at Cedar Falls for improving the rural teachers of the state.

SECONDARY EDUCATION.

1372. **Broome, Edwin C.** Vitalizing the high school course of study. *Education*, 35: 12-15, September 1914.
Cites reasons why students drop out of high schools in such increasing numbers. What is being accomplished in progressive high schools to hold pupils. Urges the abolishment of "all distinctive

course names, such as classical, scientific, manual arts, and commercial." Require of all students "a minimum of English, foreign language, general science, and history, and permit a free but organic choice among the remaining subjects." Give considerably more attention to vocational guidance.

1373. **Butler, Nathaniel.** Report of the twenty-sixth educational conference of the secondary schools in relation with the University of Chicago. School review, 22: 465-77, September 1914.

Gives condensed reports of the departmental sessions, etc. To be continued.

1374. **Giles, F. M.** Investigation of study habits of high school students. School review, 22: 478-84, September 1914.

The investigation was undertaken with the idea of bringing out facts regarding the habits and methods of study of high school students. Presents tables of statistics of study by years.

1375. **Lewis, William D.** Democracy's high school. Boston, New York [etc.] Houghton Mifflin company [1914] xii, 130 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

CONTENTS.—Editor's introduction.—I. A social view of the high school.—II. The high school and the boy.—III. The high school and the girl.—IV. The high school and the college.—V. The administration of the course of study.

"Neither pedagogue nor citizen can fail to gain from Mr. Lewis's discussion a clearer vision of the place the school must fill in solving our great democratic problems if these are to be solved aright."—Theodore Roosevelt in Foreword.

1376. **McCormack, Thomas J.** The big self and the little self. A lesson in high school psychology. School and home education, 34: 10-16, September 1914.

"Mr. McCormack has attempted at different times to popularize with high-school pupils some of the truths of psychology and philosophy, and has succeeded admirably as the present paper abundantly testifies." This talk was presented before the Oak Park high school in 1913.—From Editorial note.

1377. Through practical spectacles: Things seen by a French secondary teacher. British review, 7: 271-84, August 1914.

Number 7 of a series of articles. Discusses French secondary schools and their problems. Thinks that boys in a French lycée are overworked. Curriculum too extensive.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1378. **Amrhein, ———.** Der seminarlektor als kreisschulinspektor. Pädagogische blätter, 43: 329-36, heft 7, 1914.

Points out the disadvantages and the greater advantages which would accrue to district school, seminary students, and the director himself, if the directors of teachers' seminaries were to serve as district school inspectors.

1379. **Baldwin, Bird T. and Mohr, Walter H.** Bibliography of teachers' salaries. Washington, Government printing office, 1914. p. 440 61. 8°

Reprinted from U. S. Bureau of education. Bulletin, 1914, no. 16, The tangible rewards of teaching.

1380. **Bruce, W. H.** The teacher's compensation. Texas school journal, 32: 6-8, 21-23, September 1914.

Gives the causes for the scantiness of the teacher's compensation and some remedies therefor.

1381. **Hippensteel, H. S.** The problem of the training school. Education, 35: 1-11, September 1914.

"The departments will gather much material, but the principal of the training school of the future will exhibit to the student teacher the very best work in presentation of consecutive subject matter and the most skillful work in adapting this subject matter to the child mind."

1382. **Jessup, W. A.** The teacher and success. Midland schools, 29: 8-10, September 1914.

The author discusses the problems of adjustment which will face the new teacher this year under the following headings: personal problems, social problems, and school problems.

1383. **Risley, James H.** Selecting teachers and grading their efficiency. American school board journal, 49: 11-12, 69, 70, 71, September 1914.

Gives the schedule adopted for the schools of Owensboro, Kentucky.

1384. Winnens, J. Liberté de conscience et liberté civile de l'instituteur. *Journal des instituteurs*, v. 22, no. 21, July 23, 1914. p. 1-2.

Preliminary report upon replies to a questionnaire submitted on the fourth question of the order of the day for the Copenhagen meeting of the Bureau international des fédérations d'instituteurs. Replies received from Bohemia, Holland, Norway, Sweden, and Switzerland. The *Journal des instituteurs* is published at Sars-la-Buyère, Belgium.

HIGHER EDUCATION.

1385. Boynton, Percy Holmes. A leaf out of an old book. The American undergraduate, past and present—a means suggested to rehabilitate the tradition of hard work at college. *Nation*, 99: 316-20, September 10, 1914 (Educational number).

1386. Brown, Elmer Ellsworth. College studies and the social order. *Methodist review* (New York) 96: 522-26, July-August 1914.

Address delivered at the convention of the Religious education association at New Haven, Conn., March 1914.

Author says that our professional and our liberal courses of education must come into closer articulation with each other. The need of religion lies all of the time in the background of all other needs.

1387. Der deutsch-argentinische professorenaustausch. *Hochschul-nachrichten*, 24: 307-8, May 1914.

Considers the proposal of an exchange of professors between Germany and the Argentine Republic and weighs promises and advantages. The terms of a similar proposal made to France and another presented by the United States are compared with those proposed to Germany.

1388. Doctorates conferred by American universities. *Science*, n. s. 40: 256-64, August 21, 1914.

Statistical data covering the past 17 years. "The number of degrees this year for the first time exceeded 500, being an increase of 31 over 1913, but of only 18 over 1912." Gives an extended list of those receiving degrees in the natural and exact sciences, with the subjects of their theses.

1389. Heller, Otto. Democracy and the college. *American educational review*, 35: 497-504, August 1914.

1390. Joly, Henri. Les universités italiennes. *Revue des deux mondes*, 22: 794-828, August 15, 1914.

Deplores the fact that Italian universities are too numerous. Shows the relative decline of pure sciences in comparison with practical studies. Criticizes technical education for its deficiency in general theoretical ideas. Characterizes teachers and their teaching in law, political economy, and philosophy.

1391. Jones, Adam L. Entrance examinations and college records . . . *Educational review*, 48: 109-22, September 1914.

This study comprises cases of students entering Columbia college in 1907, 1911, and 1912, respectively. Statistical tables showing entrance and freshman ranking of students for above-mentioned years, also the correlation for each of the cases studied.

1392. Lodge, Henry Cabot. Harvard and the university ideal. *Harvard graduates' magazine*, 23: 14-18, September 1914.

President's address at the exercises of the Harvard alumni association, June 18, 1914.

1393. Marchis, L. Une visite aux universités du centre des États-unis. *Revue internationale de l'enseignement*, 68: 5-17, July 1914.

Observations of the writer at the Universities of Wisconsin, Illinois, and Michigan.

1394. Meiklejohn, Alexander. A liberal education. *Kindergarten-primary magazine*, 27: 2, September 1914.

Excerpt from an address delivered at International kindergarten union convention, Springfield, Mass., in support of a liberal college education.

1395. Pritchett, Henry S. The critics of the college. *Atlantic monthly*, 114: 332-41, September 1914.

Says that the serious critics of the college fall into three groups, as follows: "The college teachers; students of the social order; and the business men." Of these the college teachers are the

most severe. "Notwithstanding defects, "the fact still remains that it [the college] is the best agency society has yet devised for the training of leaders."

1396. Prosser, Charles S. The aims and objects of the Society of the Sigma xi. Science, n. s. 40: 249-56, August 21, 1914.

Membership conferred upon those students who manifest ability in scientific research and knowledge. Brief history of the society and its aims.

1397. Raymond, Anán. The new university. Educational review, 48: 151-65, September 1914.

Discusses the activity and success of college and university graduates. Dangers inherent in the "mushroom-like growth" of the 20th century university. Supervision of student welfare, etc.

1398. Schmidkunz, Hans. Eine letzte arbeit von Rudolf Tombo jun. Akademische rundschau, 2: 491-94, June 1914.

Résumé of Professor Tombo's "University registration statistics" in Science, January 23, 1914.

1399. Slawentum und hochschulwesen in Oesterreich. Hochschul-nachrichten, 24: 308-9, May 1914.

Gives statistics, relative to the past and present proportion of Slavic and German students in Austrian universities, which demonstrate the phenomenal rapidity of the Slavic influx.

1400. Taft, William Howard. The college and the new social order. Religious education, 9: 335-40, August 1914.

1401. Tyler, Lyon G. The honor system among American colleges. Virginia journal of education, 8: 13-15, September 1914.

In an article in the Journal of educational psychology for January 1914, p. 36-37, on the present status of the honor system, Professor B. T. Baldwin gives the University of Virginia the credit of first introducing the honor system. The author of the present article shows reasons why William and Mary should have the credit.

1402. Williams, Talcott. The functions and influence of alumni associations. American educational review, 35: 453-54, July 1914.

Extract from an address before Columbia university alumni.

SCHOOL ADMINISTRATION.

1403. Bagley, W. C. The "six-six" plan. School and home education, 34: 3-5, September 1914.

"School and home education" was asked for an editorial opinion of the "six-six" plan. The advantages and the disadvantages of the plan are here given.

1404. Bobbitt, John Franklin. The school survey: finding standards of current practice with which to measure one's own schools. Elementary school journal, 15: 41-54, September 1914.

Contains an elaborate statistical review of the facts presented in the bulletin on The tangible rewards of teaching, published by the U. S. Bureau of education.

1405. Brittain, Horace L. The financial relations of boards of education to municipal governments and cost accounting in education. American school board journal, 49: 14-16, 58, 60, 61, September 1914.

"Of all the educators who have been working for efficiency in the schools the author of the present paper is pre-eminent.... The present paper formed the basis of an address before the National association of controllers and accounting officers at Milwaukee, June 11, 1914."

1406. Craik, Sir Henry. The state in relation to education. New and rev. ed. London, Macmillan and co., ltd., 1914. xiv, 198 p. 12°.

The first edition was published in 1882. This edition has been carefully revised and the developments of recent legislation noted.

1407. A good school board. Pennsylvania school journal, 63: 55-59, August 1914.

The subject is discussed under the following headings: principles that determine efficiency, size of the board, qualification of board members, and methods of electing school boards.

1408. Johnston, Charles Hughes. What is the best division of time between the elementary school and the high school. Missouri school journal, 31: 355-56, August 1914.

Abstract of address before the Commission on the reorganization of secondary education.

1409. McCleery, William J. The attendance officer, his qualifications and work. Education, 35: 16-20, September 1914.
Describes in detail the actual work of an attendance officer in Worcester, Mass.
1410. Pearce, Carroll Gardner. The city school system in American education. Nebraska teacher, 17: 29-31, August 1914.
The author discusses the subject under the following headings: the problem; the instrumentalities; the organization; and the administration.
1411. Stone, T. H. School supervision and visitation. Midland schools, 29: 12-14, September 1914.
1412. Weber, August William. State control of instruction. A study of centralization in public education. Cleveland, Ohio, 1914. 144 p. 8°.
Bibliography: p. 140-44.
A thesis submitted for the degree of Doctor of philosophy, University of Wisconsin, 1911.
CONTENTS.—Introduction.—I. Historical sketch.—II. Elementary education.—III. Secondary education.—IV. Foreign language instruction.—V. Special elements of the curriculum.—VI. Moral and religious education.—VII. Inspection and supervision.—VIII. Influence of higher institutions on secondary courses of study.

SCHOOL MANAGEMENT.

1413. Yocum, A. Duncan. The determinants of the course of study. Educational review, 48: 166-83, September 1914.
Discusses, among other things, the extent to which specialization should be provided for in the general school course; and the successive steps necessary in a scientific course of study-making. Writer says that "early specialization through special aptitude must, in the end, be made possible in the earliest school years."

SCHOOL HYGIENE AND SANITATION.

1414. Bancroft, E. M. Homework and overpressure. School world, 16: 287-90, August 1914.
Conditions in England.
1415. Burnham, William H. A health examination at school entrance. [Worcester, Mass.] 1914. p. 219-41. 8°.
Reprinted from the Pedagogical seminary, 21: 219-41, June 1914.
1416. Crampton, C. Ward. Prevention of schoolroom disease and dust. Medical record (New York) 86: 331-34, August 22, 1914.
Record of a series of experiments in dust prevention in the public schools of New York city, for the purpose of ascertaining whether or not a sanitary oil floor dressing might be effective. Cases cited from the bacteriological report made by W. A. Mannheim. Illustrated.
1417. Elmalie, E. O. Remedial exercises in schools and school clinics. School hygiene (London) 5: 139-57, August 1914.
Shows what is being accomplished in London. Recommends special gymnastic teachers, working under medical supervision. An interesting illustrated article.
1418. Guardia, J. E. Medical inspection in the State normal training school. Louisiana school work, 3: 10-18, September 1914.
Work of the Louisiana State normal training school at Natchitoches, La.
1419. Lind, Samuel O. Medical inspection in the schools: the children's point of view. Education, 35: 39-42, September 1914.
Work in the public schools of Cleveland, Ohio.
1420. Memorandum on methods of providing meals for children in connection with public elementary schools and on dietaries suitable for the present circumstances. School government chronicle, 92: 141-44, August 22, 1914.
Among other things the memorandum gives the following information concerning the feeding of school children in England: general arrangements; supervision and service of meals; general notes on dietary; and equipment of dining room and kitchen.

SEX HYGIENE.

1421. **Fairfield, Letitia.** School and home in sex education. School hygiene (London) 5: 158-66, August 1914.
Lays emphasis on the moral and ethical aspects of the subject.
1422. **March, Nora H.** Sane sex teaching. V.—Training the instructors. Educational times, 67: 425-27, September 1914.
Previous articles in this series have appeared in the April, May, June, and August numbers.
1423. **Martin, W. W.** The problem of instruction in sex hygiene. Educational outlook, 2: 62-68, July 1914.
The author thinks the normal schools should be carrying on investigations to determine whether or not they should give instruction in sex hygiene, and when it shall first be determined that the subject should be a part of the curriculum, then the normal schools should work out the problem of how this instruction should be given.
1424. **Meredith, Ellis.** How one city is teaching sex hygiene. American motherhood, 39: 166-71, September 1914.
The story of an experiment in Denver that has become an accepted success.
1425. **Spiller, Gustav.** Sex instruction and the meaning of marriage. Child (London) 4: 1024-29, September 1914.

PLAY AND PLAYGROUNDS.

1426. **Atkinson, R. K.** What is there for a play director to do in a small community. Playground, 8: 170-81, August 1914.
Supervision of games, etc., at Sag Harbor, N. Y.
1427. **Fullan, M. Thomas.** The school playground. Auburn, Ala., Alabama polytechnic institute, 1914. 22 p., illus. 8°.
Sanitary drinking outfit for rural schools, p. 16-22.

SOCIAL ASPECTS OF EDUCATION.

1428. **Bralley, F. M.** The public schoolhouse should be opened to the people. Texas school magazine, 17: 17-18, September 1914.
1429. **Nüchter, Fr.** Am anfang war die tat. Pädagogische warte, 21: 687-90, June 1914.
A sympathetic notice of the German translation of Jane Addams' book: "Twenty years at Hull House."
1430. **Yoder, W. A.** Correlating home and school. Middle-west school review, 7: 13-14, 39, September 1914.
"The subject is considered from the particular point of view of the seventh and eighth grade work."
"This paper has just been prepared as part of a plan for a course of study being arranged by the Nebraska Department of public instruction."

RELIGIOUS EDUCATION.

1431. **Boddy, William H. and Clair, Helen L.** The Biblical knowledge of high-school students. Religious education, 9: 375-81, August 1914.
An investigation for the purpose of finding out what high-school students and college students know about the Bible.
Among other things the investigation shows the utterly inadequate, childish, and almost hopelessly confused ideas that many high-school students and lower-class men in college have of the Bible.
1432. **Stokes, Anson Phelps.** University schools of religion. Religious education, 9: 323-35, August 1914.
A study of existing conditions of theological education in the United States, and the outline of a constructive policy.

MANUAL AND VOCATIONAL TRAINING.

1433. **Bennett, Charles A.** How may manual training retain its earlier educational values? Manual training and vocational education, 16: 9-15, September 1914.

Paper read at the Milwaukee meeting of the Western drawing and manual training association.

1434. **Condon, Randall J.** Cincinnati's co-operative schools. National association of corporation schools, Bulletin, 6: 27-30, August 1914.

Extracts from an address delivered at Richmond, Va., at the convention of the Department of superintendence on "School and shop, work and work."

1435. **Cooley, R. L.** Schools and continuation schools. National association of corporation schools, Bulletin, 6: 11-21, August 1914.

Mr. Cooley in this article tells of the continuation schools of Wisconsin, and more particularly the development of the movement in Milwaukee, where he is superintendent of continuation schools.

1436. **Crawshaw, F. D.** Organization in the teaching of manual and industrial arts. Industrial-arts magazine, 2: 101-4, September 1914.

"This is the introductory article of an important series on a phase of manual training, etc., never before treated in an educational magazine."

The second article of series is in October issue of Industrial-arts magazine, p. 151-57, under title "Organization of teaching material—Examples for the teacher of manual and industrial arts."

1437. **Davenport, Eugene.** Education for efficiency; a discussion of certain phases of the problem of universal education, with special reference to academic ideals and methods. Rev. ed. Boston, D. C. Heath & co. [1914] 196 p. 12°.

1438. **Gottlieb, Ruth A.** Vocational education. Why, what, how and then. Northwest journal of education, 26: 10-17, September 1914.

1439. **Gray, John H.** An economist's view of education: Three lectures on vocational education. Santa Monica, Cal., City board of education [1914] 47 p. 8°.

CONTENTS.—I. The past and future of education.—II. The high school, the hope of America.—III. Democracy and education.

Addresses delivered before the California teachers' association, Southern section, Los Angeles, December 1913, by Dr. J. H. Gray, head of Department of economics and political science, University of Minnesota.

1440. **Hibben, John Grier.** The mechanical mind. Kindergarten-primary magazine, 27: 3-4, September 1914.

Excerpt from an address at the International kindergarten union meeting, Springfield, Mass. In conclusion, the writer says, "Train the child by all means for a vocation, but I charge you let it be the vocation of a man and not of a machine."

1441. **Legge, J. G.** The thinking hand, or, Practical education in the elementary school. London, Macmillan and co., ltd., 1914. 217 p. illus. 8°.

This book deals with the movement towards the introduction of a manual side into the activities of the elementary schools. The elementary schools of Liverpool are taken as an example. There are interesting photographs of many phases of the manual work done in these schools.

1442. **Miller, Charles M.** Kitecraft and kite tournaments. Peoria, Ill., The Manual arts press [1914] 144 p. illus. 8°.

Bibliography: p. 142-44.

Gives the ideas and plans that have been worked out and carried into execution in the schools of Los Angeles, where the wonderful socializing power of kite-making in the schools has been recognized.

1443. **Payne, Arthur F.** Art metal work with inexpensive equipment, for the public schools and for the craftsman. Peoria, Ill., The Manual arts press [1914] 186 p. illus. 8°.

1444. Stewart, Jane A. An unusual educational exhibit. *Journal of education*, 80: 214-15, September 10, 1914.
Tells of the exhibit of the National association of corporation schools in Philadelphia, Pa.
1445. Trade agreements educationally. Abstracts of addresses at the National education association: *Journal of education*, 80: 180-81, September 3, 1914.
CONTENTS.—1. R. L. Cooley: Trade agreements in industrial education.—2. J. H. Haaren: Trade agreements in industrial education of apprentices.—3. W. M. Roberts: Trade agreements in Chicago.
1446. Wightman, J. H. Some considerations in planning prevocational grade work. Common sense and the school course. *School journal*, 81: 218-23, May 1914.

VOCATIONAL GUIDANCE.

1447. Gruenberg, Benjamin C. Why is vocational guidance? *Middle-west school review*, 7: 6-7, September 1914.
In conclusion the author says that "the vocational guidance movement is one of the many forces destined to bring about a socialization of our civilization. The movement cannot but contribute to that general enlightenment as to the relations of human beings to their means of production and distribution which is so essential to the maintenance of democratic ideals."
1448. Schneider, Herman. Selecting young men for particular jobs. *National association of corporation schools, Bulletin*, 7: 9-19, September 1914.
A classification of marked characteristics which furnishes a rational basis for the broad selection of young men for particular jobs. This is based on eight years' experience with the cooperative work at the University of Cincinnati and over 500 cooperative students. These have been engaged for their practical work in manufacture, construction, and transportation.

SCHOOL GARDENS.

1449. Verrill, A. Hyatt. Harper's book for young gardeners. How to make the best use of a little land. New York and London, Harper & brothers, 1914. 390 p. illus. 12°.
Chapter XVIII.—The garden and the school, p. 343-66.

HOME ECONOMICS.

1450. Roussy, Baptiste. *Éducation domestique de la femme & rénovation sociale*. Paris, Delagrave [1914] viii, 254 p. 8°.

COMMERCIAL EDUCATION.

1451. Anderson, William L. The stimulative and correlative value of a well-balanced course in commerce and industry. *School review*, 22: 455-64, September 1914.
Discusses the place of commerce and industry in the sequence of studies, and the purpose and content of the proposed course. To be continued.
1452. Payne, E. George. The German meisterskurse. *Manual training and vocational education*, 18: 1-8, September 1914.
Discusses principally the commercial aspect of the meisterskurse, showing how Germany's commercial education has served the state.

MEDICAL EDUCATION.

1453. American medical association. Council on medical education. Medical education in the United States for the college session of 1913-14. Annual presentation of statistics. [Chicago, Ill.] 1914. p. 657-94. 4°.
Pages from the educational number of the *Journal of the American medical association*, August 22, 1914.

NURSE TRAINING.

1454. American nurses association. Schools of nursing accredited by the state boards of nurse examiners. Correct to May 1st, 1914. Prepared by the Central bureau of legislation and information. 22 p. 8°.

CIVIC EDUCATION.

1455. Brereton, Cloudeley. The teaching of civics for the future citizen. *Journal of education* (London) 46: 553-55, August 1914.

A paper read at the Conference on "The next steps in education," at London university, on June 19, 1914.

The writer does not believe that civics is to be inculcated on the rising generation by ramming down its throat a set catechism, or by elaborate lessons on the machinery of government, but by stimulating the interests, the imagination, and the emotions of the pupils in respect to the locality and the nation in which they live.

1456. Cabot, Ella Lyman and others. A course in citizenship. Boston, New York [etc.] Houghton Mifflin company, 1914. 386 p. 12°.

CONTENTS.—Introduction, by William H. Taft.—To the teacher, by Ella L. Cabot.—Grade I. Home, by Mary McSkimmon.—Grade II. School and playground, by Mary McSkimmon.—Grade III. The neighborhood, by Ella L. Cabot.—Grade IV. Town and city, by Mabel Hill.—Grade V. The nation, by Ella L. Cabot.—Grade VI. American ideals, by Fanny E. Coe.—Grade VII. The United States and the world, by Fannie F. Andrews.—Grade VIII. The world family, by Fannie F. Andrews.

BOY SCOUTS.

1457. Eliot, Charles W. The training of boy scouts. *Southern school journal*, 25: 13-17, 7-11, July-August, September 1914.

EDUCATION OF WOMEN.

1458. Lee, Jennette. The college woman in the community. *Good housekeeping magazine*, 59: 364-68, September 1914.

Argues that college women should endeavor to make "the community measure up a little nearer to the ideal," instead of trying to fit themselves into the life of the community. Discusses some of the problems that await the intelligent woman.

1459. Suban-Mabire, C. L'enseignement secondaire féminin et la crise du recrutement. *Revue universitaire*, 6: 37-48, June 1914.

AFRICANS AND ORIENTALS.

1460. Charléty, S. L'enseignement professionnel des indigènes en Tunisie. *Revue pédagogique*, 64: 421-48, May 1914.

1461. Schlunk, Martin. Die schulen für eingeborene in den deutschen schutzgebieten am 1. juni 1911; auf grund einer statistischen erhebung der Zentralstelle des Hamburgischen kolonialinstituts dargestellt. Hamburg, L. Friederichsen & co. (L. & R. Friederichsen) 1914. xvi, 365 p. incl. tables: fold. pl. 4°. (Added t.-p.: Abhandlungen des Hamburgischen kolonialinstituts. bd. xviii. Reihe A. Rechts- und staatswissenschaften. bd. 4)

EDUCATION OF DEAF.

1462. National association of the deaf. Proceedings of the tenth convention . . . Cleveland, Ohio, August 20 to 27, 1913. Olathe, Kansas, Independent publishing company [1914] 186 p. 8°. (A. L. Roberts, secretary, Olathe, Kansas.)

1463. Babcock, E. J. and Jessie T. A plea for the play coefficient in teaching conversation to deaf children. *Volta review*, 16: 613-16, September 1914.
Says that we must find some way by which deaf children "can acquire simple conversational lip-reading and speech earlier and much more quickly." Discusses the advantages of play activities in the acquisition of language.

1464. **Driggs, Frank M.** Speech problems in combined-system schools. *Volta* review, 16: 631-35, September 1914.

Writer sent a questionnaire to the superintendents of the combined-system schools of the United States, asking what were "their most serious hindrances or difficult problems to the best result in the teaching of speech in their schools." Gives a number of the replies received, and discusses them.

EXCEPTIONAL CHILDREN.

1465. **Neretti, Luigi.** L'assistenza scolastica del comune di Firenze. *Rivista pedagogica*, 7: 584-96, June 1914.

EDUCATION EXTENSION.

1466. **Hicks, Warren E.** Continuation schools: shall they be general improvement schools or vocational schools? *Industrial-arts magazine*, 2: 113-16, September 1914.

"This paper is confined to the treatment of the continuation school, the persons eligible for admission to it, and its courses of instruction."

LIBRARIES AND READING.

1467. **American library association.** Papers and proceedings of the thirty-sixth annual meeting . . . held at Washington, D. C., May 25-29, 1914. Chicago, Ill., American library association, 1914. 407 p. 4°. (George B. Utley, secretary, 78 East Washington street, Chicago, Ill.)

Contains: 1. P. P. Claxton: Libraries for rural communities, p. 147-52. 2. W. H. Powers: Scope and current cost of libraries in the land grant agricultural colleges, p. 192-97. 3. F. K. Walter: The selective function of library schools, p. 234-38. 4. Annie C. Moore: Training for the work of a children's librarian, p. 238-43.

1468. **Anderson, Edwin H.** The tax on ideas. [New York] 1914. 4 p. 8°.

Reprinted from the *Library journal*, July 1914.

President's address delivered at the first general session of the American library association at Washington, May 25, 1914. Relates to the duties on importations of foreign books.

1469. **Library journal**, vol. 39, no. 9, September 1914. School number.

Contains: 1. H. A. Wood: The administration of high school libraries as branches of public libraries, p. 659-62. 2. S. H. Ranck: Library work in vocational guidance, p. 662-66. 3. O. G. Cocks: Libraries and motion pictures—an ignored educational agency, p. 666-68. 4. P. B. Wright: High school branches in Kansas City, p. 673-76. 5. J. D. Wolcott: How the library of the Bureau of education may serve the schools, p. 676-77. 6. Martha Wilson: The movement for better rural school libraries, p. 677-79. 7. Standard foundation library for a rural school, p. 694-96.